DOCUMENT RESUME

ED 358 529 EA 024 961

TITLE The Tacoma Curriculum Initiative: A Six-Year Plan for Comprehensive Curriculum Reform.
INSTITUTION Tacoma School District 10, Wash.
PUB DATE 93
NOTE 18p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Educational Assessment; *Educational Planning; Elementary Secondary Education; *Program Evaluation; Standards
IDENTIFIERS *Tacoma Public School District WA

ABSTRACT

In July 1989, the Tacoma Board of Directors adopted a 5-year strategic educational plan, which included a curriculum strategy and action plan. A 6-year curriculum adoption cycle was proposed during the 1989-90 school year, and an audit of current procedures for developing and implementing curriculum was conducted in 1991. This report describes the Tacoma curriculum initiative and its outcomes. The curriculum-review process distinguishes between curriculum development (learning outcomes) and curriculum delivery (instructional materials and strategies). The goal of the process is to ensure that learning outcomes are based on student need, national standards, current research, and local data; that curriculum is coordinated across the district and articulated in grades K-12; that curriculum is effectively delivered with an integrated approach to all students; and that the written curriculum, instructional materials, teaching strategies, and assessment practices are aligned with one another. Actions taken to meet program goals and methods for funding are also described. Four figures are included. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED358529

THE TACOMA CURRICULUM INITIATIVE

A Six-Year Plan for Comprehensive Curriculum Reform

Tacoma Public Schools

"full of bright ideas"

Lillian C. Barna, Superintendent

Board of Directors
John Lynn, President
Debbie Winskill, Vice-President
Pat McCarthy
Marilee Scarbrough
Dick Sonntag

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L. Barna
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 024 961

BEST COPY AVAILABLE

ORIGINS OF THE TACOMA CURRICULUM INITIATIVE

In 1988 the Board of Directors of the Tacoma Public Schools directed the Superintendent to develop a five-year strategic plan for the district. The Strategic Planning Team, a twenty-eight member team of Board members, central and building administrators, teachers, union representatives, parents, and community members, identified fifteen strategies for the district. One of these strategies was:

> **Strategy XI. Curriculum and Programs** "We will ensure that the district's curriculum and programs guarantee achievement of the mission of the Tacoma Public Schools."

Action Planning Teams, including more than 400 administrators, teachers, union representatives, parents, and community members, were established to write specific goals, objectives and action steps for each strategy. The Action Planning Team addressing **Strategy XI, Curriculum and Programs** recommended that a systematic process for reviewing, developing, and delivering curriculum be implemented for Tacoma Public Schools. The Team further recommended that the Curriculum and Instruction Commission, made up of teachers, administrators and parents, assume a lead role in the development of the curriculum plan.

In July of 1989 the Board of Directors adopted the five-year strategic plan, which included the curriculum strategy and its action plans.

During the 1989-90 school year the Curriculum and Instruction Commission developed a model for the evaluation, development, adoption and implementation of curriculum content and materials. The result was a proposal for a six-year curriculum adoption cycle that would address all curriculum areas for the district, K-12.

In the spring of 1991 it was decided that a review of the district's current procedures for developing and implementing curriculum should take place in the fall of 1991 to provide for the smooth integration of the proposed adoption cycle into existing district practices. An audit of the district's curriculum systems was conducted in Tacoma Public Schools during October 1991. The purpose of the audit was to assess the extent to which systems are in place in Tacoma Public Schools to ensure that curriculum and instruction are aligned, that curriculum in the district is coordinated across schools to ensure equity, and that learning goals are articulated K-12.

A team of reviewers, composed of curriculum specialists from outside the district, district central and building administrators, and K-12 teachers from Tacoma, collected data measured against six standards. A total of twenty-eight findings were documented and thirteen recommendations were made to the Assistant Superintendent of Curriculum, Instruction and Staff Development. *The Tacoma Curriculum Initiative* described in this pamphlet addresses those recommendations.

THE TACOMA CURRICULUM INITIATIVE: ACHIEVING OUR MISSION

The Mission of the Tacoma Public Schools is to guarantee that each student will attain the knowledge, skills, values and attitudes that lead to a self-sufficient, socially responsible life to the best of his or her individual potential.

This mission is accomplished by:

- ***Providing a dynamic core curriculum enriched by responsive program options,***
- ***Requiring high expectations for all students and staff, and***
- ***Joining with families and the entire community in a grand educational partnership.***

The mission of Tacoma Public Schools is based on the belief that all students can learn and that every child in our district, regardless of which school he or she attends, has the right to be taught the knowledge, skills, values and attitudes that will enable him or her to lead a self-sufficient, socially responsible life to the best of his or her individual potential. *The Tacoma Curriculum Initiative* is a plan designed to systematically ensure that curriculum and programs are developed to accomplish this mission.

The process distinguishes between **Curriculum Development** (learning outcomes) and **Curriculum Delivery** (instructional materials and instructional strategies) in the *Curriculum Review and Implementation Cycle* laid out in Board Policy and Regulation. The goal of the process is to assure that learning outcomes are based on student need, national standards, current research and local data; that curriculum is coordinated across the district and articulated K-12; that curriculum is effectively delivered with an integrated approach to all students; and that the written curriculum, instructional materials, teaching strategies and assessment practices are aligned with one another.

Figure 1 illustrates the district's *Curriculum Model*. This model applies both to curriculum development and to curriculum delivery.

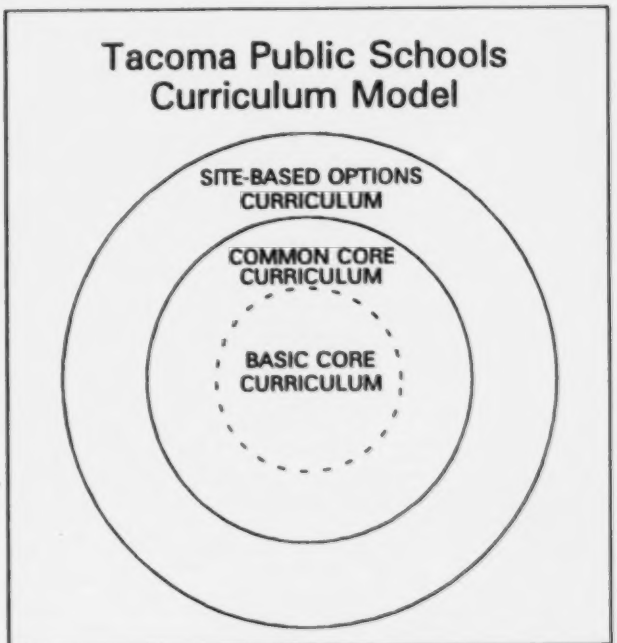


Figure 1

Curriculum Development

Tacoma's mission statement defines curriculum as composed of two parts -- a **core curriculum** and an **enriching program-options curriculum**. The district's Curriculum Development Model further divides the **core curriculum** into a ***basic core curriculum*** -- *those learning outcomes that the district assures will be acquired by every student* -- and a ***common core curriculum*** -- *those learning outcomes the district assures will be available to all students regardless of school.*

The third component of the curriculum development model, ***site-based curriculum***, allows schools and/or individual teachers the opportunity to enhance and enrich core curriculum by determining additional learning outcomes to meet needs of particular students or to carry out a school's magnet or specialty theme.

For example, The Tacoma Language Arts Core Curriculum might list "writing simple paragraphs" as a **basic core** learning outcome for all fifth-grade students. This same skill may be listed as a **common core** learning outcome for third grade. In other words, we would expect all fifth-grade students to have acquired the knowledge and skills necessary to write a report composed of simple paragraphs (**basic core**). We would further expect that all third-grade students in Tacoma would have the opportunity to develop their writing skills beyond the level that is typical for the third grade (**common core**).

Finally, a given school or classroom could have learning outcomes for language arts to enhance and enrich the core outcomes. Examples might include a school that develops a center for publishing students' work and focuses on editing skills or a classroom teacher who incorporates dramatic productions into his/her language arts units to teach play writing. These school- and classroom-level enhancements are examples of the **site-based** curriculum.

Curriculum Delivery

As mentioned above, the *Tacoma Curriculum Initiative* provides a framework both for the development and the delivery of curriculum. In adopting the *Curriculum Initiative*, the district has established four objectives for delivering an articulated K-12 program of instruction to its students. These four curriculum delivery objectives are:

- All students will have equitable access to learning opportunities.
- Student learning outcomes will be broadened from low-level skills and will incorporate basic and higher-order, critical thinking skills.
- Teachers will provide instruction in all *core* courses and learning outcomes.
- Schools and individual teachers will have the latitude and will be encouraged to develop programs to meet unique student needs.

As applied to the delivery of the curriculum, the Curriculum Model, Figure 1, shows that some courses will be required for all students (**basic core**), and that other courses will be offered at all schools but will not be required for all students (**common core**). In addition, **site-based** programs or courses can be developed to enhance or enrich the core or to meet special building or classroom goals. The program delivery concept can be illustrated by an example from a middle school program.

Basic Core: All sixth-grade students might be required to take an exploratory class in general music.

Common Core: All middle schools might be required to offer students elective opportunities in beginning and advanced chorus, band and orchestra.

Site-Based: One middle school might expand its instrumental core courses to include a course on guitar. A classroom teacher might expand upon the core content in the required general music class by adding a unit tied to a visiting artist-in-residence.

FIVE GOALS FOR THE TACOMA CURRICULUM INITIATIVE

The implementation of the *Tacoma Curriculum Initiative* was authorized by the district's Board of Directors in its adoption of a six-year plan for curriculum review and reform. This plan encompasses five major goals; each goal and its major activities are summarized below.

GOAL I. The Curriculum, Instruction, and Staff Development Department will revise and/or draft Tacoma School Board policies and regulations to ensure district compliance with state and federal laws to assure sound curriculum management.

Goal I involves the review and revision of all current district Board policies related to curriculum. New policies are being written as needed to ensure district compliance with all state and federal laws and to assure sound curriculum development and the delivery of approved core curriculum. New policies include procedures for the development of curriculum standards for all content areas in all grades and programs, and procedures for the implementation of district-approved curriculum and programs, including the professional development of staff.

New policies will also be developed to provide standards for community and staff involvement in curriculum development; to broaden the types of measures used to assess student progress; to establish procedures for the selection of instructional materials, and for adding, adjusting, and terminating instructional offerings; and to develop a clear protocol for curriculum development, implementation, and monitoring that assures articulation and coordination of curriculum across the district.

GOAL II. The Curriculum, Instruction, and Staff Development Department will coordinate a process to develop, align, and implement curriculum and student assessment procedures while simultaneously supporting existing curriculum.

The completion of Goal II is being phased in over six years and will involve the integration of core curriculum strands into all content areas, the production of detailed curriculum guides, the implementation of an innovative assessment system, and a comprehensive infusion of instructional technology, library and audiovisual support for each curriculum area. In addition, a staff development program is being initiated to provide inservice to all instructional staff on

both the existing and emerging curriculum. The following sections describe each of these activities.

A SIX-PHASE CURRICULUM REVIEW AND IMPLEMENTATION CYCLE

The Curriculum Review and Implementation Cycle is a six-phase designed to ensure that the written, taught, and assessed curricula are aligned. It describes a process to: systematically review and evaluate existing curriculum; develop and field test new curriculum; select and purchase new instructional materials; and correlate student outcomes, instructional materials, and assessment procedures. This review and implementation cycle was initially developed by the district's Curriculum and Instruction Commission, a representative group of administrators, teachers, and community members that meets on a regular basis to advise the Superintendent on district-wide curriculum issues.

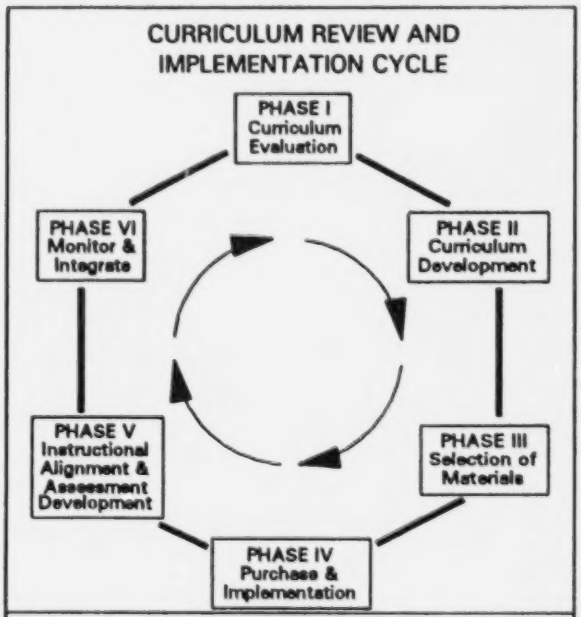

CURRICULUM REVIEW AND IMPLEMENTATION CYCLE
PHASE I Curriculum Evaluation
PHASE II Curriculum Development
PHASE III Selection of Materials
PHASE IV Purchase & Implementation
PHASE V Instructional Alignment & Assessment Development
PHASE VI Monitor & Integrate

Figure 2

When fully implemented, all curriculum content areas will be involved in some phase of the curriculum review and implementation cycle. During the six years from 1992-93 through 1997-98, curriculum areas will be integrated into the cycle in a planned sequence. The Matrix on the facing page shows the sequence of activities for each curriculum content area. The first products from this cycle will be ready for district-wide implementation during the 1992-93 academic year with two to four curricula being ready for integration each year from 1993-94 through the life of the cycle.

As different curriculum areas move through the cycle, four basic tenets will be applied to all curriculum decisions.

Basic Tenets for Curriculum Development

- *All decisions must be driven by the needs of our students.*
- *All decisions must be based on current research, national standards, and local data.*
- *There must be a high level of staff involvement in the decision making process.*
- *There must be open communication with the community.*

CORE CURRICULUM STRANDS

The four basic curriculum development tenets are being used to establish core curriculum strands and student outcomes in all content areas. Curriculum strands represent the unifying concepts that are imbedded across all content areas of the Tacoma Core Curriculum. Integration among traditional content areas is facilitated by the establishment of shared core curriculum strands. For example, *Thinking and*

Tacoma Public Schools
Six-Year K-12 Curriculum Review and Implementation Cycle
for the Ten Years 1990-91 through 1999-2000*

PHASES	CURRICULUM CONTENT AREAS									
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
I. Curriculum Evaluation	Science Health	Mathematics Arts Education	For. Lang. Library MS Advisory Special Programs** Instr. Tech-nology	K-8 Reading K-5 Integr. Language Arts	6-12 Eng./ Integ. LA Soc. Studies	Physical Ed. Counseling and Guidance	Science Health	Mathematics Arts Education	For. Lang. Library MS Advisory Special Programs Instr. Tech-nology	K-8 Reading K-5 Integr. Language Arts
II. Curriculum Develop-ment	Physical Ed. Counseling and Guidance	Science Health	Mathematics Arts Education	For. Lang. Library MS Advisory Special Programs** Instr. Tech-nology	K-8 Reading K-5 Integr. Language Arts	6-12 Eng./ Integ. LA Soc. Studies	Physical Ed. Counseling and Guidance	Science Health	Mathematics Arts Education	For. Lang. Library MS Advisory Special Programs** Instr. Tech-nology
III. Select Materials		Physical Ed. Counseling and Guidance	Science Health	Mathematics Arts Education	For. Lang. Library MS Advisory Special Programs** Instr. Tech-nology	K-8 Reading K-5 Integr. Language Arts	6-12 Eng./ Integ. LA Soc. Studies	Physical Ed. Counseling and Guidance	Science Health	Mathematics Arts Education
IV. Purchase and Implemen-tation			Physical Ed. Counseling and Guidance	Science Health	Mathematics Arts Education	For. Lang. Library MS Advisory Special Programs** Instr. Tech-nology	K-8 Reading K-5 Integr. Language Arts	6-12 Eng./ Integ. LA Soc. Studies	Physical Ed. Counseling and Guidance	Science Health
V. Instructional Alignment				Physical Ed. Counseling and Guidance	Science Health	Mathematics Arts Education	For. Lang. Library MS Advisory Special Programs** Instr. Tech-nology	K-8 Reading K-5 Integr. Language Arts	6-12 Eng./ Integ. LA Soc. Studies	Physical Ed. Counseling and Guidance
VI. Review and Monitor					Physical Ed. Counseling and Guidance	Science Health	Mathematics Arts Education	For. Lang. Library MS Advisory Special Programs** Instr. tech-nology	K-8 Reading K-5 Integr. Language Arts	6-12 Eng./ Integ. LA Soc. Studies

*Vocationally-certified programs will be reviewed annually.
**Special Programs will be defined by Curriculum and Instruction Commission.

BEST COPY AVAILABLE

Problem-solving Skills is a core curriculum strand that is shared among all content areas. Tacoma's core curriculum strands are shown below. Of the eleven core curriculum strands, ten are content neutral, providing a unifying basis for the integration of content in all curricular areas.

Core Curriculum Strands
• Thinking and Problem-solving • Content and Concept Knowledge • Communication Skills • Data Skills • Laboratory Skills • Group Skills • Diversity Issues • Environmental Issues • Ethical Issues • Historical and Current Perspectives • Vocational Trends

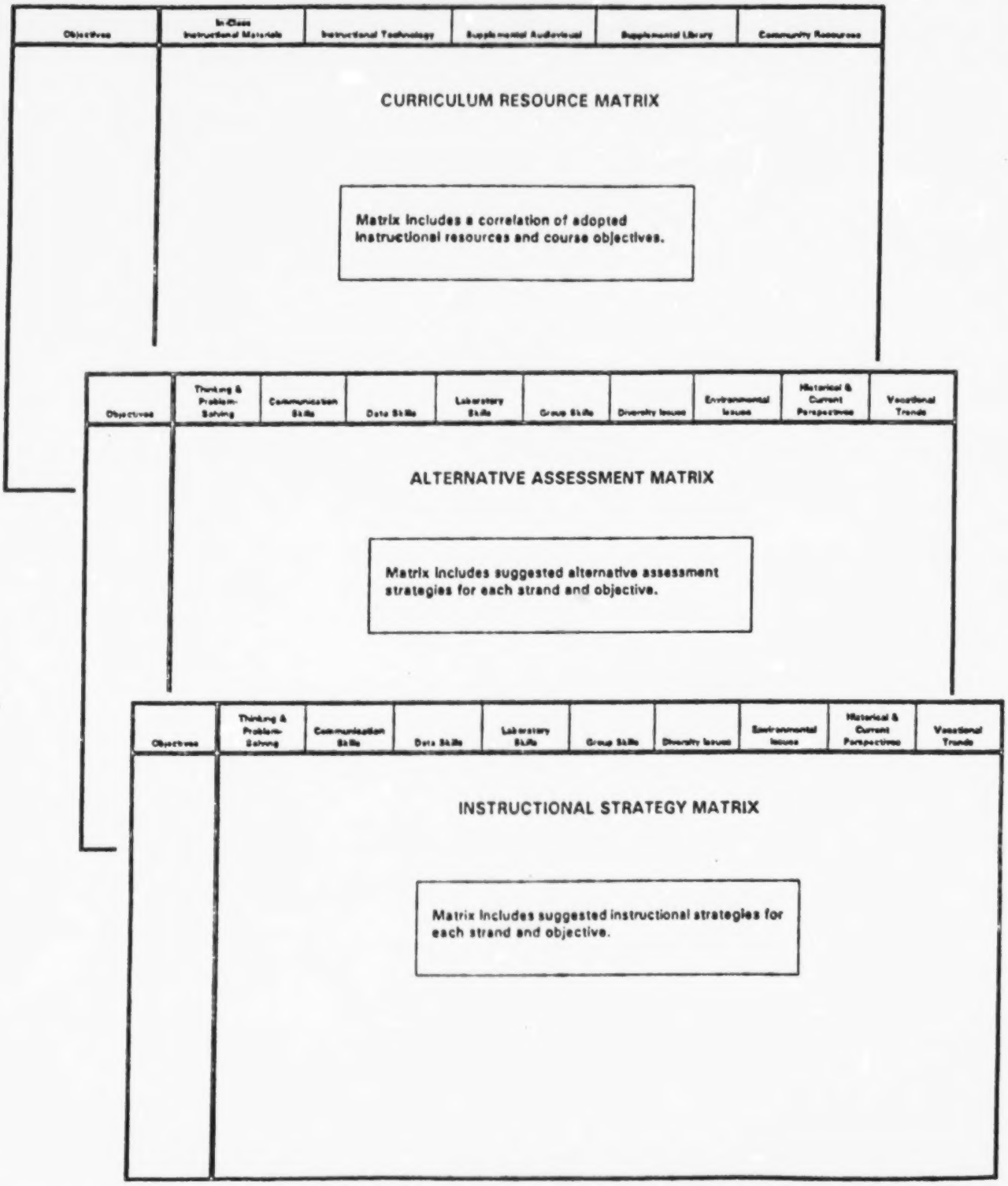
CURRICULUM STRANDS AND STUDENT OUTCOMES

Mastery of learning objectives and attainment of student outcomes will be facilitated by the teacher's use of a detailed Curriculum Alignment Guide. The Alignment Guide will be comprised of an Instructional Strategy Matrix, Alternative Assessment Matrix and Curriculum Resource Matrix, models of which appear on the facing page. The development and use of each part of the Curriculum Alignment Guide is discussed below.

As each content area (Mathematics, Science, etc.) moves through the curriculum development process, instructional staff and community members work together to identify specific student outcomes for each curriculum strand. The correlation of Content Objectives and Process-focused Curriculum Strands produce an Instructional Strategy Matrix. The Instructional Strategy Matrix provides an array of suggested instructional strategies for each learning objective. Assessment of student learning is enhanced by an Alternative Assessment Matrix which correlates learning objectives with curriculum strands (outcomes) providing teachers with a variety of assessment procedures/activities in each strand for each objective. Classroom instruction is facilitated by a Curriculum Resource Matrix which correlates the learning objectives for the class with the in-class instructional materials, instructional technology, supplemental audiovisual and library materials, and identified community resources.

Part of the development of curriculum in each content area will be the identification of specific core student outcomes. Outcomes will be developed for each curriculum strand in a content area. For example, outcomes will be specified for *Thinking and Problem-solving in Science*, *Science Content and Concept Knowledge*, *Science Communication Skills*, etc. The outcomes will be broad enough to allow for a significant amount of overlap among outcomes

TACOMA PUBLIC SCHOOLS
CURRICULUM ALIGNMENT GUIDES



BEST COPY AVAILABLE

from various content areas, facilitating the integration of instruction. The table below shows sample outcomes for *Thinking and Problem-solving in High School Health*. While some outcomes are rather specific to the Health content area (e.g., "Respond appropriately to emergency situations"), others are general enough to allow for cross-content instruction (e.g., "Identify and understand bias").

STUDENT OUTCOMES FOR THINKING AND PROBLEM-SOLVING STRAND IN HIGH SCHOOL HEALTH
• Apply previously learned information in new situations.
• See interrelatedness of concepts.
• Identify and understand biases.
• Exhibit a positive attitude toward problem-solving, including personal comfort with open-ended questions and ambiguity.
• Design and conduct independent studies as well as group projects.
• Demonstrate an awareness of and appropriate use of community resources.
• Demonstrate an awareness of ever-changing health/medical information.
• Respond appropriately to emergency situations.

PROVIDING PROFESSIONAL DEVELOPMENT FOR STAFF

Professional development is a key component of the *Tacoma Curriculum Initiative*. In order to achieve educational excellence and to assure written, taught, and assessed curriculum alignment, the district's Staff Development Office is working closely with other district personnel, local universities, publishers, and local, state, and national consultants to develop appropriate inservice programs. These programs are based on needs identified by Tacoma staff and focus on improving instruction and achievement for all students.

Staff development plans provide a system for delivering inservice programs in support of our existing curricula and throughout the life of each new adoption. Inservice activities are designed to help staff meet the needs of students who come from an ethnically diverse, multicultural community. Although the comprehensive program includes a systematic plan for improvement for all instructional staff, particular attention is paid to instructional and administrative staff who are new to their roles.

ASSESSMENT OF STUDENT PROGRESS

The assessment program currently used by the Tacoma Public Schools has focussed almost entirely on an objective-referenced testing program which annually assesses students' competence in the Basic Core. This program of year-end paper-and-pencil Student Learning Objective (SLO) tests has several drawbacks. First, the SLO tests are widely acknowledged to be low-level, basic skills tests. Second, a spring objective-referenced testing program can lead to yearly instruction that is paced to meet low-level end-of-year goals. Finally, even though the

tests take anywhere from 90 minutes to three hours of student time, the quality of the individualized diagnostic information that might be used to guide instruction is extremely limited.

The current district assessment program also provides no systematic assessment of the Common Core, meaning that teachers, administrators and the community are not provided with information about district-wide student progress beyond the Basic Core. Classroom-level assessments, such as teacher-made assessments, text-embedded tests, and performance measures from various sources, do cover curricula in both the optional and core curricular areas.

The proposed assessment system, Figure 3, differs from the current program in several ways. The new assessment system will distinguish among three types of assessment, which differ in the type of instructional and curricular decisions that need to be made. Three types of decisions will be addressed: day-to-day instructional decisions, student certification decisions, and curriculum program decisions.

First, day-to-day instructional decisions will be assessed through classroom and site-based assessment activities. "Day-to-day instructional decisions" have an immediate impact on the teaching and learning that take place in schools and classrooms. In spite of this fact, district-wide testing programs have traditionally all but ignored these assessments. The *Tacoma Curriculum Initiative* will provide technical support and assistance to classroom and school sites in a variety of ways. The *Alternative Assessment Matrix* that accompanies the curriculum guides, mentioned above, will provide hands-on documents for teachers' use; staff development activities in the area of classroom-based assessment practices will be continued and expanded; and a cadre of school-based assessment specialists will be developed.

Second, decisions about certifying whether or not students demonstrate the outcomes in the Basic Core will be assessed using individualized computer-adaptive tests (ICAT), alternative performance-based assessments, and traditional paper-and-pencil exams that are administered to all students. ICAT is a relatively new technology that allows students to use a computer to be assessed at any time. The particular test items that the student responds to, selected by the computer from a large bank of test items, are individually tailored to the student's level of achievement. The ICAT item banks will contain a variety of questions written from the Basic Core, covering a range of difficulty from relatively easy, basic skills items to extremely sophisticated items that will challenge even the most able of students.

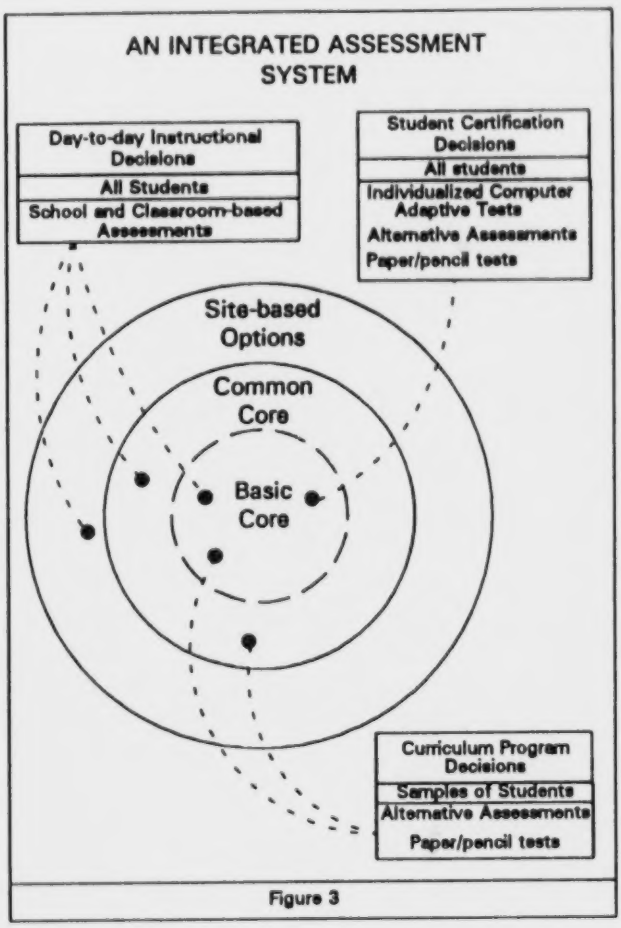


Figure 3

So-called "alternative" assessments will also be used to assess student competence in the Basic Core. For example, all students at selected grade levels may be required to complete a specific writing task or maintain a portfolio of writing samples as evidence of their attainment of basic core writing skills.

Finally, decisions about the curriculum program across the district will be assessed by means of alternative assessments that sample students and grade levels. For example, after the adoption of the science curriculum, monitoring will occur to determine the types of instructional activities that are actually taking place and the appropriateness of the materials and staff development activities. All students and all classrooms will not be involved in these assessments, but samples of classroom activities will provide information to help assess the implementation of the curriculum.

GOAL III. The district will provide a consistent secondary curriculum through the standardization of all middle and high school core curriculum courses while maintaining a flexible, site-based approach to the development and implementation of elective courses in support of the core curriculum.

Curriculum articulation and coordination within Tacoma Public Schools are being achieved through the completion of Goal III. The standardization of course titles and codes assures a more equitable distribution of course offerings across the district, guaranteeing that all students have equal access to the district-adopted basic and common core curriculum. Standardization of course code designations improves the ability of the district to collect evaluation data on staffing, program options, funding, and student achievement.

Course title and code standardization also increases the efficiency of the district to provide instructional resource materials to teachers in an equitable and cost efficient manner. Standardization of course offerings makes possible the publication of a standard catalog of district-wide secondary course offerings, thus improving communication between the district and the community and allowing students and parents to better prepare long range academic goals and plans.

GOAL IV. The district will develop and implement a system to assure communication about curriculum issues among district instructional staff, building principals, central office administrators, students, parents, and other community members.

Goal IV establishes and nurtures both new and existing lines of communication within the district and community. The implementation of activities associated with Goal IV is yielding a district-wide catalog of all secondary course offerings, a refinement of existing K-8 student proficiency booklets, and an improvement in the quality of staff and student handbooks and building-specific program catalogs. Communication among central administration staff, school-based instructional staff, and the community is also being enhanced through the expanded use of existing district communications and PTA publications.

To fully realize Goal IV, the district is redefin-

ing its staff development model to be more curriculum focused. Tacoma's staff development delivery system is designed to assist both experienced and newly hired staff to implement the current and emerging curricula. The staff development model is teacher centered and is sensitive to the training and support needs identified by staff during curriculum development. Staff development goals and activities are developed and implemented with the curricula and extend over the life of each adoption.

GOAL V. Formalize the district's commitment to the beliefs, mission, objectives, and parameters identified within Tacoma Public Schools' Comprehensive Strategic Plan.

Goal V reinforces the link between the *Tacoma Curriculum Initiative* and the district's strategic plan. In 1989 the Board of Directors first adopted a five-year strategic plan for Tacoma Public Schools. The original plan was formulated by the Strategic Planning Team, a twenty-eight member group of administrators, staff and the community, and was further shaped and completed through the involvement of over 400 individuals from the staff and community. The Strategic Planning Team continues to meet on an annual basis to review the progress of the Plan and present recommendations to the Board for annual updates. In December, 1991, an expanded thirty-one member Planning Team conducted its third annual update and developed recommendations that the Board approve a revised Strategic Plan that more clearly emphasizes student achievement as the focus of the district's change efforts. In April, 1992, the Board formally adopted the updated Strategic Plan, including the strategy to implement the *Tacoma Curriculum Initiative*.

FUNDING THE TACOMA CURRICULUM INITIATIVE

Curriculum plans often fail because of a segmented approach to planning. The Six-Phase Curriculum Review and Implementation Cycle developed by Tacoma's Curriculum and Instruction Commission was a first step toward a holistic view of curriculum development. However, specifying which content areas would be reviewed in which year could not assure that funds would be available to purchase appropriate instructional materials or to support comprehensive in-service activities.

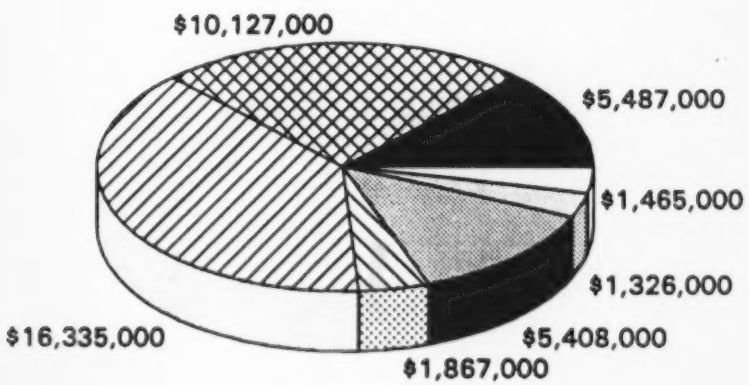
A six-year budget package of close to $42 million has been developed to fund the *Tacoma Curriculum Initiative*. The budget package includes support for curriculum development, basic and supplemental instructional materials, instructional hardware and software for the classroom, library and audio-visual materials, in-service activities, a comprehensive student assessment system, and debt service on funds acquired through bonds.

Funds for the budget package will be obtained through a variety of sources, including the establishment of a restricted reserve to hold carry-over funds from one year to the next, an increase in funds allocated to the curriculum account amounting to about half a percent of the general fund, and revenues generated through levies and bonds.

The *Tacoma Curriculum Initiative*, along with the six-year budget proposal, was presented to the Board of Directors in a formal study session. The Board voted on formal adoption of the *Curriculum Initiative* July, 1992.

The chart below summarizes the resources allocated for the *Curriculum Initiative* over the six-year period 1992-1998.

Curriculum Initiative
Cost Summary
by Category



1992 - 1998

Curric. Dev't Instr. Materials Technology Library/AV
In-Service Assessment Debt Service

ABOUT THE TACOMA SCHOOL DISTRICT

The Tacoma School District is located in Tacoma, Washington, the state's second largest city. Tacoma is situated between Seattle, the largest city in the state, to the north and Olympia, the state capital, to the south. The City of Tacoma comprises the urban core of Pierce County. Covering 1,790 square miles, Pierce County is located on the southern edge of Puget Sound and includes a highly-industrialized waterfront, a rich agricultural area, and aquatic and mountain recreational sites.

The 166,000 residents in Tacoma make it a city of contrasts containing some of the wealthiest and poorest residents in the state with a population that is ethnically diverse. Twenty-nine percent (29%) of all Blacks residing in the state live in Tacoma as do ten percent (10%) of all Native Americans, fourteen percent (14%) of all Asians, and thirteen percent (13%) of other minorities. Twenty-two percent (22%) of the county's 212,000 households have incomes that fall below federal poverty guidelines.

The City of Tacoma has recently begun its transformation into a regional arts center. The focus of the center is a downtown core that includes a theater district and museums that highlight the visual and performing arts. The University of Washington Branch Campus will bridge the Historic District, which includes a newly renovated Union Station, with the theater district. The city is continuing the redevelopment of its historic waterfront through mixed-use public and private development. Tacoma is a community known for innovation in social service programs; it was the site of national pilots for the Well Infant Care (WIC) and Homebuilders social service programs.

The Tacoma School District, a large, urban school district serving over 31,500 students in 52 elementary, middle, and high schools, also has a reputation for innovation. One of the nation's first Magnet Schools and the first public school for homeless children in the country were initiated in Tacoma. The school district was also one of the first urban districts to develop and implement a Strategic Plan.

In addition to the standard K-12 program, Tacoma operates a variety of programs designed to meet the needs of its students. Among these are preschool programs including Head Start, extended-day programs, and alternative programs for returning dropouts and juvenile offenders. Other special programs that the district supports include Magnet Schools in ten elementary, two middle and one high school, a high school International Baccalaureate program and Community Transitional Services for special education.

If you would like more information about the Tacoma Public Schools, or about the Tacoma Curriculum Initiative, please contact the Assistant Superintendent of Curriculum, Instruction and Staff Development, Tacoma Public Schools, P.O. Box 1357, Tacoma, Washington 98401-1357 (206) 596-1120.

Curriculum Department
Tacoma Public Schools
P.O. Box 1357
Tacoma, WA 98401-1357

Non-profit Org.
U.S. Postage
PAID
Tacoma, WA
Permit #578
Car-Rt Sort

Postal Customer Local

The Tacoma Public Schools comply with all federal rules and regulations and do not discriminate on the basis of race, color, national origin, age, gender, or handicap. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding compliance procedures may be directed to Don Bartley, Asst. Superintendent for Employee Relations and Affirmative Action, P.O. Box 1357, Tacoma, WA 98401-1357; phone 596-1255.

BEST COPY AVAILABLE